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ABSTRACT

To respond to changes in the needs of consumers, priorities of funding agencies, and institutional capacity, the Southwest Educational Development Laboratory initiated a planning process involving the laboratory staff and board members as well as educational stakeholders in a seven-state area. The process consisted of three studies, followed by an analysis. The studies included a needs-sensing survey of stakeholders, a futures study using exploratory methodology, and an institutional assessment that gathered staff members' perceptions using nominal technique. The analysis effort identified educational issues appearing to have the greatest potential impact. The staff subsequently recommended 10 major changes to the board. The board, in a series of interactive meetings with the staff, redefined the institution's missions and goals, changed its service area, modified its governing body, and specified strategies for the laboratory to pursue in regard to selected issues. (Author/JG)

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A PLANNING PROCESS FOR REDEFINING MISSION AND GOALS OF AN INSTITUTION

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Abstract

Since Southwest Educational Development Laboratory was chartered in 1966 as one of 20 U.S.O.E. - sponsored regional laboratories, it has maintained its original focus of meeting the needs of economically disadvantaged and culturally different children, largely through the development of bilingual and multicultural materials.

To respond to major changes in the needs of consumers, priorities of funding agencies, and institutional capacity, it initiated a planning process involving staff, Board, and educational stakeholders in a seven state area.

The process consisted of three studies (needs sensing, futures study, and institutional assessment) and an analysis. The needs sensing activity developed a data-based description of current critical educational needs and problems, as perceived by a sample of stakeholders. The methodology used was that of a survey. Data were analyzed by state and by stakeholder group. The futures study provided a forecasting and weighting of future events likely to have effect on the institution's functional environment. The study, utilizing exploratory methodology, generated a set of future events, likelihood/impact matrices, and cross impact data. From these, an Influence Index, Influenceability Index, and a Reciprocal Influence Network Between Pairs of Events were derived. The institutional assessment gathered staff perceptions of SEDL's capabilities through a nominal process. The concluding analysis effort identified educational issues appearing to have the greatest potential impact for the institution and drew implications for the institution's future. All the data were synthesized into nine major educational issues

and examined in terms of potential yield for the institution's future. The staff consequently recommended 10 major changes.

The Board, in a series of interactive meetings with the staff, redefined the institution's mission and goals, changed the service area, and modified the governing body. It further specified strategies it wished SEDL to pursue in regard to selected issues. Management has reorganized the institution and implemented a five-year program plan responding to new priorities.

A PLANNING PROCESS FOR REDEFINING MISSION AND GOALS OF AN INSTITUTION

Martha L. Smith, Norvell Northcutt, James H. Perry

INTRODUCTION

In 1966 the U.S.O.E. created 20 regional laboratories under the authority of the Cooperative Research Act as amended by Title IV of the Elementary and Secondary Education Act of 1965. Their primary purpose was to strengthen the nation-wide educational research and development system. These laboratories were expected to be

> independent non-profit institutions, regionally distributed and oriented, having emphasis in both planning and operation, in cooperation with the range of education institutions and resources of the region; multidisciplinary and multifunctional.

Functions included applied research, development, dissemination, training, and technical assistance to schools (with emphasis on development).

Within the framework of these expectations, Southwest Educational Development Laboratory (SEDL) was chartered to serve Texas and Louisiana, and its mission was defined as that of responding especially to needs of its economically and ethnically different populations. This mission or problem focus derived from (1) the charter, (2) the needs of consumers, (3) the capacity of the institution, and (4) the priorities of its funding agencies.

During the decade as the charter and mission remained stable, major changes occurred in the needs of consumers, in the priorities of funding agencies, and in SEDL's institutional capacity. Several sharply focused needs assessments had been conducted, but no major re-examination of the institution had occurred.

A planning process was thus initiated by SEDL with the assumption that a position audit should include a study of both the institution and its environment. SEDL elected to examine the needs of a region larger than its two-state area for two reasons:

1. Several regional educational laboratories which had been set up in 1965-67 to serve adjacent states no longer exist; thus, some states in the South/Southwest are unserved by regional laboratories;

2. The same ethnic and cultural populations live in states adjacent to Texas and Louisiana and, in fact, already have been exposed to and/or use SEDL products and services.

GENERAL METHODOLOGY

Engaged in planning were both the staff and the Board of SEDL. A task force was named and charged with the design and execution of the work; it reported progress and made recommendations to the managers and the Executive Committee of the Board, who in turn made interim decisions. Final decisions were made by the Board.

The planning process consisted of conducting three independent but related studies: (1) a needs sensing, (2) a futures study, and (3) an institutional assessment; and then (4) analyzing the results in terms of potential institutional yield. It was reasoned that the process could meet several needs: data collected from various federal, state, and local sources could be confirmed or modified; educators and noneducators currently not involved in institutional work could nevertheless influence its planning; trends likely to affect education could be responded to systematically, and/or deterred by present institutional efforts; and both the Board and the staff could be involved in decision-making about the changes which they would subsequently need to make.

NEEDS SENSING

Purpose. The purpose of the needs sensing effort was to develop a data-based description of current critical educational needs and problems, as perceived by a sample of individuals who have a "stake" in the education enterprise of a seven-state area: Texas, Louisiana, Mississippi, Arkansas, Oklahoma, New Mexico and Colorado.

Methodology. The methodology used was essentially that of a standard survey. The task force defined 22 categories of stakeholders and generated a list of names within these categories in each of the states through a combination of solicitation from SEDL staff and of accessing professional directories of all types. A chart of suggested sample sizes and distributions was developed and adopted to guide stakeholder selection. The instrument used was a rating instrument developed after (1) in-depth interviews with 51 representative stakeholders, (2) analysis of national and state educational polls, and (3) review of current studies in nine areas: general educational needs and problems, evaluation, planning, technical assistance, dissemination, policy analysis, basic research, materials development, and personnel training. The 86-item rating instrument was mailed to stakeholders and followed by telephone calls to selected respondents to insure at least 30 percent return from them. The final sample size was based upon the 1033 returned instruments (39.5%) of the total initially distributed.

For purposes of analysis, the 22 stakeholder groups were combined into five clusters: (1) consumers, (2) service (practitioner/deliverer), (3) policy makers, (4) funding authorities, and (5) SEDL. (See Figure 1). Data were analyzed and reported in seven categories: total group results, results by cluster, results by total respondents in each state and by

Figure 1

Stakeholders

CONSUMERS
- Parents and Parent Associations
- Students

POLICY MAKERS
- State Board of Education
- School Boards and Associations
- Education Commission of the States
- State Legislators and Staff
- Federal Legislators and Staff
- AFL-CIO

SERVICE (PRACTITIONER/DELIVERER)
- Higher Education
- Teachers
- Teacher Associations and Unions
- Principals
- Administrator Associations
- Intermediate School Units (Service Centers)
- Community Service Organizations

FUNDING AUTHORITIES
- Superintendents
- Governors
- Non-Education State Agencies
- Foundations
- Business Sector
- Federal Agencies
- State Education Agency

SEDL
- Staff
- Former Staff
- Board
- Test Site/Field Personnel (those practitioners working closely with SEDL)

clusters in each state, comparative rankings by cluster and by state, and parent vs. nonparent results.

Results: Respondents indicated that the number one need was in the acquisition of basic skills. Two of the top ten rated items dealt with the need for evaluation: of school program effectiveness and of teacher effectiveness. Two dealt with parent involvement: interest and communication; three with the student - his indifference to school, his self-control, and his respect for authority. Another concern was with the quality of the product - the child, and another with financial support of school programs.

Among the lowest rated concerns were desegregation and busing, teacher rights, declining enrollment, and the use of television as an instructional tool.

These perceptions were generally true for each of the seven states. Figure 2 presents these ten overall top-rated items and a comparison of ranks of these ten items by state.

Figure 3 presents a comparison of ranks by each of the stakeholders groups. Analysis revealed responses to be most alike from Consumer and Service Groups. These respondents rated as greatest problems or needs to be addressed, basic skills, pupil motivation, parental involvement, and the quality of the educational product. The priorities of the Policy group included basic skills, parental involvement, and financing of programs, as well as attention to evaluation of effectiveness of programs and teachers. The funding group revealed less concern with student motivation and parent involvement, but more with financing school programs, excessive paperwork, assessing effectiveness of programs and teachers. The SEDL responses focused on needs for research in learning, researching and evaluating program effectiveness, and training of teachers.

Figure 2

COMPARISON OF RANKS OF TEN TOP-RATED ITEMS* BY STATE

ITEM	TOTAL		ARK.		COLO.		LA.		MISS.		N.MEX.		OKLA.		TEX.**	
	$\bar{x}$	r	$\bar{x}$	r	$\bar{x}$	r	$\bar{x}$	r	$\bar{x}$	r	$\bar{x}$	r	$\bar{x}$	r	$\bar{x}$	r
Attention to Basic Skills	3.08	1	3.02	5	3.14	1	3.15	1	3.17	1	3.15	1	3.24	1	3.07	1
Evaluation of Program Effectiveness	3.01	2	2.97	7	3.14	1	2.97	5	2.85	6	2.94	4	2.96	6	3.06	2
Student Indifference to School	3.00	3	3.18	1	3.06	4	3.01	3	3.06	3	3.10	2	3.18	2	2.96	3
Parental Interest	2.96	4	3.15	3	3.06	4	3.04	2	3.07	2	2.94	4	3.00	5	2.86	8
Student Self-Control	2.91	5	3.02	5	2.96	7	2.89	7	2.94	4	2.96	3	3.10	3	2.91	6
Evaluation of Teacher Effectiveness	2.90	6	2.89	8	2.97	6	2.88	8	2.75	7	2.82	8	2.91	8	2.96	3
Student Respect for Authority	2.82	7	3.15	3	2.83	9	3.01	3	2.92	5	2.92	6	3.04	4	-	-
Increased Parent-School Communication	2.82	7	3.16	2	2.88	8	2.82	9	2.70	10	-	-	2.87	10	2.83	10
Quality of Product - The Child	2.81	9	2.87	10	-	-	-	-	2.71	8	2.76	9	2.96	6	2.92	5
Financial Support of School Program	2.78	10	-	-	3.08	3	-	-	-	-	-	-	-	-	-	-
Techniques For Student Evaluation	-	-	2.89	8	-	-	2.78	10	2.71	8	-	-	-	-	-	-
Financial Support For School Facilities	-	-	-	-	2.80	10	-	-	-	-	-	-	-	-	-	-
Adequate Teacher Salaries	-	-	-	-	-	-	2.90	6	-	-	-	-	-	-	-	-
Excessive Paperwork/Regulations	-	-	-	-	-	-	-	-	-	-	2.91	7	-	-	-	-
Student Self-Respect	-	-	-	-	-	-	-	-	-	-	2.76	9	-	-	-	-
Emphasize Moral Development/Values Education	-	-	-	-	-	-	-	-	-	-	-	-	2.89	9	-	-
Quality of Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.89	7
Quality of Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.83	9

*The lower the number, the HIGHER the rank.
**SEDL Group excluded.

Figure 3

COMPARISON OF RANKS OF TEN TOP-RATED ITEMS BY STAKEHOLDER GROUP

ITEM	Mean Score and Rank											
	TOTAL		CONSUMER		POLICY		SERVICE		FUNDING		SEDL	
	$\bar{x}$	r	$\bar{x}$	r	$\bar{x}$	r	$\bar{x}$	r	$\bar{x}$	r	$\bar{x}$	r
Attention to Basic Skills	3.08	1	3.19	1	3.00	3	3.23	1	2.90	4	-	-
Evaluation of program Effectiveness	3.01	2	2.91	6	3.03	2	3.07	4	3.01	1	3.07	2
Student Indifference to School	3.00	3	3.10	2	-	-	3.15	2	2.82	5	-	-
Parental Interest	2.96	4	3.06	3	-	-	3.12	3	-	-	-	-
Student Self-Control	2.91	5	3.06	3	-	-	3.06	5	-	-	-	-
Evaluation of Teacher Effectiveness	2.90	6	2.82	8	3.14	1	2.91	7	2.95	3	2.88	8
Student Respect for Authority	2.82	7	2.97	5	-	-	2.99	6	-	-	-	-
Increased Parent-School Communications	2.82	7	2.91	6	-	-	2.91	7	-	-	-	-
Quality of Product - the child	2.81	9	2.79	10	2.78	6	2.85	9	2.76	9	-	-
Financial Support of School Programs	2.78	10	-	-	2.76	9	2.83	10	2.98	2	-	-
Student Self Respect	-	-	2.81	9	-	-	-	-	-	-	-	-
Quality of Teacher	-	-	-	-	2.78	6	-	-	-	-	-	-
Accountability of Public Education	-	-	-	-	2.78	6	-	-	-	-	-	-
Emphasize Moral Development/Values Education	-	-	-	-	2.78	6	-	-	-	-	-	-
Research: Implications of Increased Emphasis on Basic Skills	-	-	-	-	2.76	9	-	-	-	-	-	-
Technical Assist: Techniques of Teacher Evaluation	-	-	-	-	2.86	4	-	-	-	-	-	-
Adequate Teacher Salaries	-	-	-	-	-	-	2.83	10	-	-	-	-
Quality of Instruction	-	-	-	-	-	-	-	-	2.79	6	2.96	4
Research: How Different Groups Learn	-	-	-	-	-	-	-	-	2.77	7	3.13	1
Special Children: Better Assessment/Testing	-	-	-	-	-	-	-	-	2.76	9	-	-
Excessive Paperwork/Regulations	-	-	-	-	-	-	-	-	2.90	4	-	-
Teacher Training/Retrain: Individualization of Instruction	-	-	-	-	-	-	-	-	2.77	7	-	-
Research: Awareness of Need	-	-	-	-	-	-	-	-	-	-	2.87	9
Research: What Makes Educational Programs Successful	-	-	-	-	-	-	-	-	-	-	3.00	3
Research: Learning Outside School System	-	-	-	-	-	-	-	-	-	-	2.87	9
Teacher Train/Retrain: Working with Different Student Groups	-	-	-	-	-	-	-	-	-	-	2.91	6
Dissemination: of Information About Effective Programs	-	-	-	-	-	-	-	-	-	-	2.90	7

Approximately 64% of the respondents identified themselves as parents. Analysis of the ten top-rated items by parent and non-parent group is presented in Figure 4. Eight items were ranked in the top ten by both groups. The two items appearing in the top ten only for the Parent sample were both "issue" items, while the two appearing in the top ten only for the Non-Parent sample were both "service" items.

An important finding regarded the development of materials. Of the five items on the survey instrument which dealt with this need in different curriculum areas, four were ranked at the lower end of the spectrum.[1]

In summary, it was clear that respondents were most concerned with the product of the educational enterprise - the child.

---

[1]A major focus of the institution since its inception has been on development of materials.

Figure 4

COMPARISON OF RANKS OF TEN TOP RATED ITEMS BY PARENTAL STATUS

ITEM	Ranking by Group					
	TOTAL		PARENT		NON-PARENT	
	Mean	Rank	Mean	Rank	Mean	Rank
Attention to Basic Skills	3.08	1	3.08	1	3.09	1
Evaluation* of Program Effectiveness	3.01	2	3.01	3	3.01	2
Student Indifference to School	3.00	3	3.03	2	2.95	4
Parental Interest	2.96	4	2.95	4	2.98	3
Student Self Control	2.91	5	2.92	5	2.87	6
Evaluation* of Teacher Effectiveness	2.90	6	2.91	6	2.91	5
Student Respect for Authority	2.82	7	2.84	7	2.76	10
Increased Parent/School Communications	2.82	7	2.83	9	2.83	7
Quality of Product (The Child)	2.81	9	2.84	7	-	-
Financial Support of School Programs	2.78	10	2.81	10	-	-
Teacher Training/Retraining: Individualization of Instruction	-	-	-	-	2.79	8
Technical Assistance: Techniques for Student Evaluation	-	-	-	-	2.78	9

*Service items

FUTURES STUDY

Purpose. The futures study was undertaken to provide a forecasting and weighting of future events likely to have effect on SEDL's functional environment. The study generated a listing of major events in the future of education, including their potential likelihood, impact, and cross-impact.

Methodology. The study, utilizing exploratory methodology, involved (1) a review of the literature from which a set of future events important to education was generated, (2) the development and administration of an instrument which rated the relative likelihood and impact of a select group of these events, and (3) the development and administration of a second instrument which measured the cross-impact of a further subset of events upon each other.

It should be noted that the technique developed for the analysis of the second instrument (computing an index for influence and influenceability and converting it into a reciprocity network) was an innovation in the area of futures study methodology made by the SEDL staff.

The broad conceptual framework used for the literature review included three areas: (1) implications for educational research and development, (2) implications for the future of education, and (3) implications for educational goals or missions. There were fourteen major sub-categories for each area:

1. Technical Breakthrough
2. Significant Shifts in the Organization and/or Delivery of Education
3. Significant High Court Rulings
4. Shifts in Public Opinion or Attitudes
5. Unanticipated Occurrences
6. Projected Future Occurrences
7. New Policy Decisions
8. New or Projected Legislation
9. Shifts in Societal Values
10. Positions of Influentials
    (Position Statements of such organizations as AFT, National Association for the Retarded, etc.)
11. New Methods of Research & Development
12. Results of Needs Assessments of Problem Studies in Education

13. Economic or Finance Variables
14. New or Projected Personnel Roles or Needs

The information or the data generated were restated in a format that described a future event as if it had already occurred. The staff selected 33 events from a list of 129 events synthesized from the literature review, ordered them into a likelihood/impact questionnaire, (See Attachment A, Prediction Survey) and distributed it to 79 persons identified as influential in educational decision-making in the seven-state area.

The influentials were identified using the Bonjean adaptation of the Hunter "power structure survey" technique. Basically this involved securing a list of influential decision makers in each state, and through a series of telephone rounds, asking each influential to name the five most influential decision makers. When a person was named twice as often as persons in the first round, his name was added, and he was asked to name the five most influential. In this study, "blind" consensus was reached in each state on the third or fourth round.

Ninety percent of these decision-makers participated in the study. In separate activities, these influentials and the SEDL staff made judgments on the likelihood/impact survey designed with two 5-point rating scales. Average ratings for likelihood and for impact of each event were computed and aggregated into a matrix. The matrix indicated the comparative likelihood and impact of each event as judged by respondents and allowed the data to be inspected for events of greatest significance to the future of educational research and development and for SEDL.

Such matrices were developed for responses by (1) all respondents, (2) SEDL staff, and (3) respondents from each state.

From these data, 10 events judged as having the greatest potential significance to SEDL for further data collection and analysis were selected for cross impact analysis. A forecasting survey instrument was developed and administered, again to the influentials, so that the impact of these 10 events upon the occurrence of every other event could be rated. The rating scale ranged from +5 (maximum positive effect) through -5 (maximum negative effect).

For each of the 90 event pairs generated by this process, a raw net sum of ratings was obtained and weighted by its probability (likelihood) of occurrence as determined from the ratings on the previous instrument. To simplify the resulting numerical descriptions of the relationships between pairs of events, this distribution was divided into quartiles. The upper quartile (top 25%-score of 4) of event pairs consisted of all those pairs which were perceived as having a strong potential cause-effect relationship. The second 25% (score of 3) were considered to have a moderate potential for mutual influence. A slight potential for influence was predicted for event pairs falling into the next quartile (score of 2), while event pairs in the lowest quartile (bottom 25%-score of 1) were perceived as relatively neutral in their mutual impact. These quartile scores were then tallied to create overall indices of influence and influenceability.

The Influence Index thus reflects each event's overall power to influence the occurrence of the other events. The number in the index represent low quartile totals on the instrument. For example, an index score of 36, the maximum possible total, indicates that a particular event is in the highest quartile of influence for all 9 of the other events (4x9=36). Similarly, the Influenceability Index represents the extent to which each event's likelihood of occurrence is susceptible to the influence of the other events.

Additionally, an event influence diagram (entitled Reciprocal Influence Network), illustrating the relative strengths and directions of influence among the events, was developed. Each of the ten events was depicted, accompanied by (1) its probability of occurrence, calculated from the average likelihood ratings of the previous instrument, (2) its strong (quartile score=4) and moderate (quartile score=3) relationship of influence with the other events, and (3) a more specific weighted estimate of strength of relationship, prorated on a scale of 1 to 100.

Results. Analysis of the first survey revealed that the ratings of the influentials cast all of the 33 future events into five cells of the Likelihood/Impact Matrix, primarily those rated as having low to moderate likelihood and moderate to high impact (Figure 5). The ratings of the SEDL staff cast all of the events into four cells, essentially the same as the influentials but indicating greater ratings of likelihood and impact. (Figure 6).

The influentials thus defined three events as of high likelihood/high impact (such events demand consideration; have greatest potential for obtaining immediate support, validation, and visibility of activities; have short-lived applicability to R&D organizations):

> Certain federal funds for education are allocated on a formula of percentage of students having education deficiencies and severity of deficiencies. (Item 15)
>
> Adult and continuing education has experienced unprecedented growth because of a variety of reasons. (Item 29)
>
> As a result of improved technology and more funding support, services for the handicapped show dramatic improvement. (Item 31)

SEDL staff rated three additional events as high likelihood/high impact.

> Increasingly, Congressional interest is influencing directions of research and development (e.g. basic learning processes, dissemination, research methods). (Item 1)

Figure 5

SEDL EDUCATION PREDICTION SURVEY SAMPLE: All Influentials

LIKELIHOOD/IMPACT MATRIX

LIKELIHOOD	IMPACT 1	2	3	4	5
1					
2			3,23	4,7,8,16,24, 25 32	
3			1,2,9, 10,11,17,18 21, 26, 26	5,6,12,13,14 19,20,22,28, 30 33	
4				15,29,31	
5					

Figure 6

SEDL EDUCATION PREDICTION SURVEY

SAMPLE: SEDL Staff

LIKELIHOOD/IMPACT MATRIX

LIKELIHOOD \ IMPACT	1	2	3	4	5
1					
2				3, 4, 16, 24	
3			9, 11, 17	2, 5, 6, 7, 8 10, 12, 13, 14 17, 19, 20, 21 22, 23, 25, 26 27, 28, 32	
4				1, 15, 29, 30, 31, 33	
5					

Alternatives for external degrees and course credits pose increasing competition for traditional institutions of secondary and post secondary education. (Item 30)

Environmental concerns compel an international perspective in education. (Item 33)

Nine events were rated moderate likelihood/high impact by both groups; an additional 10 received the same rating from the staff. (These events are judged to be on the horizon of visibility and thus ones which have the greatest potential for long-range R&D activity).

Conversion of data from the second survey into index form revealed the following to be most influential:

Index Score	Event	
28	31.	As a result of improved technology and more funding support, services for the handicapped show dramatic improvement.
27	1.	Increasingly, Congressional interest is influencing directions of research and development.
27	15.	Certain federal funds for education are allocated on a formula of percentage of students having education deficiencies and severity of deficiencies.

The three events ranked as most susceptible to influence were the following:

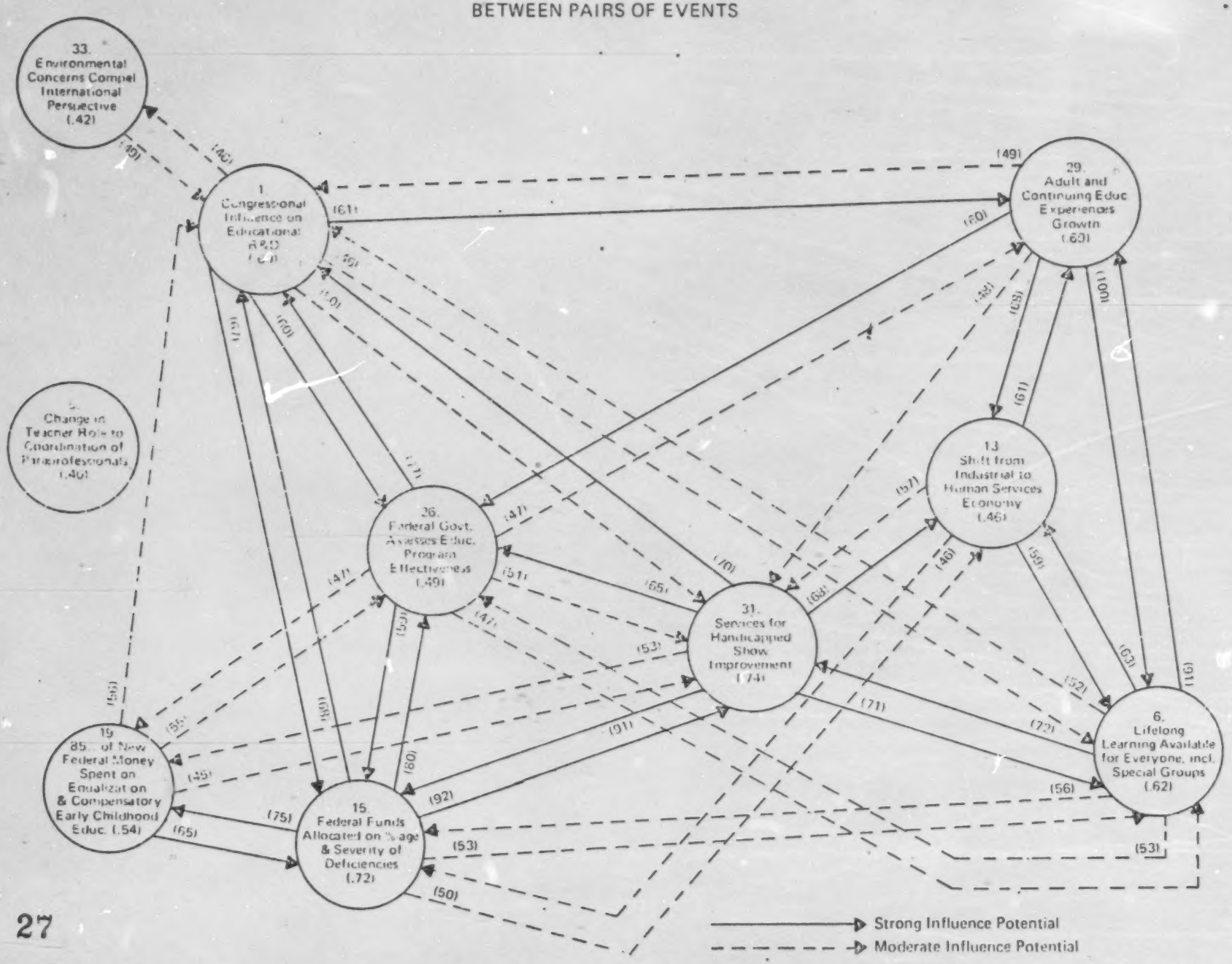
Index Score	Event	
27	1.	Increasingly, Congressional interest is influencing directions of research and development.
27	26.	The federal government assesses the effectiveness of educational programs on a national basis.
26	15.	Certain federal funds for education are allocated on a formula of percentage of students having education deficiencies and severity of deficiencies.

The overall patterning of influence between events, presented in the Reciprocal Influence Network Between Paris of Events (Figure 7), portrays four types of relations: strong mutual, mixed strong/moderate. moderate mutual and nonreciprocal. Five events were found to have strong mutual influence potential; four mixed strong/moderate influential potential; two moderate mutual; and one, nonreciprocal.

Further study of each event in terms of its relative position on the Likelihood/Impact Matrix, the Influence Index, the Influenceability Index, and the Reciprocal Influence Network presented data for consideration of two policy issues. (1) The institution could choose a specific stance or strategy with respect to the types and patterns of events generated. The institution could focus, for instance, on a single type of event. Focusing on high likelihood/high impact events would achieve greater immediate support and visibility, though such events are ones likely to be addressed earliest by the larger educational system, and the efforts of an R&D institution thus would likely be short-lived. Should this strategy, however, be selected, relevant data are available in the matrices, indices, and network to define the strongest patterns of influences between the final set of events. The institution could work to increase the likelihood of high impact events, or work to increase or reduce the impact of high likelihood events. It could be argued that an R&D institution, on the basis of its policy - oriented research and/or its philosophical stance, could select events currently seen as having moderate likelihood or impact, and initiate activities toward increasing or decreasing trends regarding their relative value in the educational community. Here, data in the Influenceability Index showing the susceptibility of each event's occurrence to the influence of others would be of particular relevance. (2) The institution

Figure 7

RECIPROCAL INFLUENCE NETWORK
BETWEEN PAIRS OF EVENTS


33. Environmental Concerns Compel International Persuective (.42)
1 Congressional Influence on Educational R&D (.6)
29. Adult and Continuing Educ Experiences Growth (.60)
Change in Teacher Role to Coordination of Paraprofessionals (.40)
26. Federal Govt. Assesses Educ. Program Effectiveness (.49)
13 Shift from Industrial to Human Services Economy (.46)
31. Services for Handicapped Show Improvement (.74)
19 85... of New Federal Money Spent on Equalizat on & Compensatory Early Childhood Educ. (.54)
15 Federal Funds Allocated on % age & Severity of Deficiencies (.72)
6. Lifelong Learning Available for Everyone, incl. Special Groups (.62)
Strong Influence Potential
Moderate Influence Potential

could choose to target or eliminate specific content areas. Content patterns can be found. For example, one of the three high likelihood/high impact events reported on the likelihood/impact matrix concerns the unprecedented growth of adult and continuing education (Event #24). Two events rated of moderate likelihood but equally significant in impact can be seen as related: one event depicts life-long learning as being available to everyone (Event #6), the other portrays alternatives for external degrees and course credits as posing increasing competition for traditional institutions of secondary and post secondary education (Event #30). Further related to these two events are a low likelihood/high impact event in which all citizens are given drawing rights for education to be used at any point during their lifetimes (Event #16) and a moderately rated event showing initiation of a voucher system which results in a greater degree of private sector participation in education and human service delivery (Event #17). Study of the cross-impact data shows adult and continuing education to be part of a reciprocal triad of influence, involving the increased availability of lifelong learning and the shift to a human services economy. This event is also seen as related to increased Congressional influence on research and development, federal assessment of educational effectiveness, and the improvement of services to the handicapped. Thus, if the institution should want to focus on a high likelihood/high impact event, the area of adult and continuing education is an appropriate candidate. Support is given for this area by other events which received similar high ratings and by the event's relationships with other high likelihood/high impact events. As consideration of this event illustrates, a variety of content areas and patterns emerge, depending upon the stance or strategy selected.

INSTITUTIONAL ASSESSMENT

Purpose. The purpose of the institutional assessment was to gather staff perceptions of SEDL capabilities, which combined with a review of SEDL's productivity, could present a status report of the institution.

Methodology. In a one-day conference a consultant team guided 27 representative staff members in responding to four questions: (1) What have been the institution's greatest accomplishments? (2) What should the institution try to accomplish during the next three to five years? (3) What assistance is needed to accomplish these goals? (4) What barriers exist which hinder these accomplishments? Using a nominal process technique, an iterative procedure of soliciting individual opinions and synthesizing them through successive rounds of group consensus, the participants developed responses.

In round one, respondents, requested to write a minimum of three items for each question, generated 350 items. The items were sorted into categories, duplicated, and returned to the participants. In the second round, the participants were divided into five nominal groups and instructed to reduce the items to 10 for each of the four questions. Each of the groups then selected two representatives to form a panel to reach consensus.

Results. The staff assessment of institutional achievement was that it had made significant contributions in six areas: (1) development of field test products in seven content areas, (2) a field-based development process which assures a quality product, (3) new ideas conceptualized or new problems addressed and acted upon before they were addressed by the larger systems (e.g. bilingual education), (4) competency in training, (5) presence of a balanced, multi-ethnic staff of both sexes, and (6) institutional

survival. The staff defined six goals which they wanted the institution to seek to achieve by 1981: (1) development of expanded technical assistance to education stakeholders, (2) expansion of the information dissemination work, (3) development of new work in alternative education, (4) conducting additional work in adult education, (5) continuation of work in bilingual education, and (6) continuation of work in the multicultural area. The resources they felt necessary to accomplish these goals were additional or increased staff, leadership, funding, communications, and planning. The barriers they perceived to accomplishing these goals were inadequate planning, funding, and leadership.

ANALYSIS

Purpose. The purposes of the analysis effort was to identify the educational issues appearing to have the greatest potential impact for the institution and to draw implications for the institution's future.

Methodology. Data gathered in the three studies were synthesized into major regional educational issues. Each was then examined in terms of its potential yield for the institution's future. The analysis instrument contained ratings for five dimensions of yield: competition or duplication of area, current organizational capacity to address the issue, priorities of policy/funding agencies, funding situation, and net effect on institution. Rating scores were arrived at for research, for development, and for service in relationship to each issue, and converted into percentages as indicators of potential yield. The percentages were relative or ordinal measures, with no absolute meaning but useful for comparing from issue to issue. The issues were then ranked by function.

Implications of the data and potential alternatives in and consequences of decisions were prepared for consideration by staff, managers, and Board.

Results. Nine comprehensive issues were identified as being of major significance to the region in the next five to eight years, and ranked by overall yield. (See Figure 8). The range of potential yields is fairly restricted for the first five issues (through Special Education); thereafter, potential yield to decrease rapidly.

Figure 8

Rank by Overall Yield

1	Adult/Cont.	(70.0)
2	Env./Int.	(67.5)
3	Bil./Multi	(66.0)
3	Ed. Adeq.	(66.0)
5	Spec. Ed.	(65.0)
6	Soc. Dyn.	(60.0)
7	Tchr. Eff.	(57.0)
8	Del. Sys.	(52.0)
8	Finance	(52.0)

The functions of each issue were also rank ordered, as a better indication of each issue's potential yield to the institution. (See Figure 9).

Figure 9

Rank by Function

Rank	RESEARCH		Rank	SERVICE		Rank	DEVELOPMENT	
1.	Bil./Multi	(80.0)	1.	Env./Int.	(77.5)	1.	Env./Int.	(70.0)
2.	Adult/Cont.	(78.0)	2.	Del. Sys.	(72.5)	2.	Ed. Quality	(67.5)
3.	Tchr. Eff.	(75.0)	3.	Adult/Cont.	(72.0)	3.	Adult/Cont.	(60.0)
4.	System Dyn.	(67.5)	4.	Bil./Multi	(70.0)	3.	Spec. Ed.	(60.0)
4.	Ed. Quality	(67.5)	4.	Spec. Ed.	(70.0)	5.	Finance	(55.0)
6.	Spec. Ed.	(65.0)	6.	Ed. Quality	(65.0)	5.	Tchr. Eff.	(55.0)
7.	Finance	(55.0)	7.	Syst.Dynamics	(62.5)	7.	Bil./Multi	(48.0)
7.	Env./Int.	(55.0)	8.	Finance	(45.0)	8.	Syst. Dynamics	(47.5)
9.	Del. Sys.	(45.0)	9.	Tchr. Eff.	(40.0)	9.	Del. Sys.	(37.5)

For research, Figure 9 indicates that Bilingual/Multicultural Education was estimated to have the highest potential yield, followed closely by Adult and Continuing Education and Teacher Effectiveness. Actually, the top six issues (through Special Education) are grouped closely together in terms of estimated yield for research. For service, Environmental/International Concerns produced the highest potential yield, followed by Educational Delivery Systems, Adult & Continuing Education, Bilingual/Multicultural Education, and Special Education. For development, Environmental/International Education Concerns was again ranked the highest, followed by Educational Quality, Adult & Continuing Education, and Special Education.

These data and the additional information synthesis suggested the necessity for and/or the appropriateness of changes in the mission and goals of the institution, its primary beneficiaries, service area, management, staffing, and governance. The staff recommended 10 such major changes, including the following:

- diversifying in both issues and functions, specifically expanding research and service, and reducing development
- selecting for research those issues which are high impact; with respect to other functions those issues which afford a mix of high impact and high visibility
- broadening the focus of institutional activity beyond bilingual/multicultural materials development and early childhood materials development
- initiating or intensifying attention to special education, adult education, system dynamics (social influences/school influences on learning), and educational quality

- enlarging its present group of ultimate beneficiaries (pre- and early elementary school children)
- expanding the service region
- modifying the governance to reflect the expanded service region
- exploring the use of project management

RESULTS

In a series of Board and staff meetings, the Board reviewed the data and the analyses, and redefined the institution's mission and goals, changed the service area, and modified the governing body. It further specified the strategies which it wishes the institution to pursue in regard to selected issues. It set institutional goals to be achieved within the next five years in three critical areas: staffing (recruitment and training), resources (development and allocation), and linkage.

The management of SEDL has reorganized the institution, instituted a Planning Office to work with four institutional planning committees, and directed the development and implementation of a five year program plan which responds to new priorities.

References

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SEDL EDUCATION PREDICTION SURVEY

(Future Study, Survey 1)

The following "event" statements have been identified as potentially important for the delivery of educational services in the future. In your judgment, indicate (a) the likelihood or probability of occurrence of each of these events and (b) the impact each event would have on education assuming the event did occur.

The following event will serve as an example.

	Likelihood of Occurrence					Degree of Impact				
	Low				High	Low				High
State legislation has been altered in 45 states to provide education from birth for the handicapped.	1	2	3	(4)	5	1	(2)	3	4	5

If, in your judgment, this event is (a) very likely to happen, and (b) will have little impact upon education, you would mark the two scales as in the example above. A scale score of one always indicates the least likelihood of occurrence and the least impact; whereas a scale score of five always represents the highest likelihood of occurrence and the greatest perceived impact.

ATTACHMENT A

EVENT	Column One Likelihood of Occurrence Low High	Column Two Degree of Impact Low High
1. Increasingly, Congressional interest is influencing directions of research and development (e.g. basic learning processes, dissemination, research methods).	1 2 3 4 5	1 2 3 4 5
2. Communication technology will result in an increased amount of formal education at all levels occurring in the home (e.g. remote terminal, portable terminals, 2-way transmission).	1 2 3 4 5	1 2 3 4 5
3. Compulsory education is ruled unconstitutional.	1 2 3 4 5	1 2 3 4 5
4. Public education consists solely of training in basic skills.	1 2 3 4 5	1 2 3 4 5
5. Because of costs, a reduced number of teachers results in change of teacher role to coordination of paraprofessionals.	1 2 3 4 5	1 2 3 4 5
6. Lifelong learning is available for everyone, including special groups (elderly, handicapped, gifted, bilingual).	1 2 3 4 5	1 2 3 4 5
7. Because of energy allocation, the basic school year has been reduced by 70 days.	1 2 3 4 5	1 2 3 4 5
8. The federal government finances 80% of all costs for public education.	1 2 3 4 5	1 2 3 4 5

EVENT	Column One Likelihood of Occurrence Low				High	Column Two Degree of Impact Low				Hig
9. Eighty percent of federal monies for education is administered by the state education agency.	1	2	3	4	5	1	2	3	4	5
10. Money for educational research is reduced by 40%.	1	2	3	4	5	1	2	3	4	5
11. By 1985 the majority of research conducted by educational support units will be policy research.	1	2	3	4	5	1	2	3	4	5
12. Behavior modification techniques are taught in 80% of all teacher training programs and are utilized in 95% of all school districts.	1	2	3	4	5	1	2	3	4	5
13. There is a shift from an industrial economy to a human services economy.	1	2	3	4	5	1	2	3	4	5
14. Values orientation and conflict management are major thrust of the public school curriculum.	1	2	3	4	5	1	2	3	4	5
15. Certain federal funds for education are allocated on a formula of percentage of students having education deficiencies and severity of deficiencies.	1	2	3	4	5	1	2	3	4	5
16. Every U.S. citizen will have 16 years of 'drawing rights' for education which may be used at any point during an individual's lifetime.	1	2	3	4	5	1	2	3	4	5

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EVENT	Column One Likelihood of Occurrence Low High	Column Two Degree of Impact Low Hig
17. The voucher system has resulted in a greater degree of private sector participation in education and human service deliveries.	1 2 3 4 5	1 2 3 4 5
18. In the public schools, the emphasis is on a "learning-to learn" curriculum, with the responsibility for vocational training assumed by continuing education and the business sector.	1 2 3 4 5	1 2 3 4 5
19. Largely as a result of priorities stated by professional educators and government officials, 85% of new federal money in education is spent in finance equalization and compensatory early childhood education.	1 2 3 4 5	1 2 3 4 5
20. There exists an efficient method for constantly replacing old curriculum content with new, while at the same time teachers are regularly updating their knowledge of subject matter and instructional methods.	1 2 3 4 5	1 2 3 4 5
21. Research has shown that particular social system interventions do in fact reduce gaps in achievement levels between children from different income levels.	1 2 3 4 5	1 2 3 4 5
22. The move away from local funding for education results in the reorganization of local districts into larger, more efficient regional units.	1 2 3 4 5	1 2 3 4 5
23. As a result of demands for accountability, remote control video cameras and recorders combined with on-line computer search capability have facilitated the random recording of teacher and administrator performance within public school environments.	1 2 3 4 5	1 2 3 4 5

EVENT	Column One Likelihood of Occurrence Low				High	Column Two Degree of Impact Low				Hig
24. Teachers are evaluated solely on the basis of the performance of their students.	1	2	3	4	5	1	2	3	4	5
25. Teachers are certified on the basis of classroom performance.	1	2	3	4	5	1	2	3	4	5
26. The federal government assesses the effectiveness of educational programs on a national basis.	1	2	3	4	5	1	2	3	4	5
27. Following the success of Sesame Street, Congress provides monies for similar television programs.	1	2	3	4	5	1	2	3	4	5
28. Teachers utilize computer information analysis to provide individualized educational plans for each student.	1	2	3	4	5	1	2	3	4	5
29. Adult and continuing education has experienced unprecedented growth because of a variety of reasons.	1	2	3	4	5	1	2	3	4	5
30. Alternatives for external degrees and course credits pose increasing competition for traditional institutions of secondary and post secondary education.	1	2	3	4	5	1	2	3	4	5

EVENT	Column One Likelihood of Occurrence Low High	Column Two Degree of Impact Low High
31. As a result of improved technology and more funding support, services for the handicapped show dramatic improvement.	1 2 3 4 5	1 2 3 4 5
32. Research has discovered methods of biochemical correction of damaged or missing genes.	1 2 3 4 5	1 2 3 4 5
33. Environmental concerns compel an international perspective in education.	1 2 3 4 5	1 2 3 4 5
34. Other:	1 2 3 4 5	1 2 3 4 5
35. Other:	1 2 3 4 5	1 2 3 4 5